

Facilitator Protocol
Session A: Curriculum and Instruction &
Session B: Family and Community Engagement

- **Complete forms** [10 minutes]
 - Instructions: Participants should complete their self-assessment forms individually; analyzing how well their academy performed on the indicators this summer and their plans for improving for next year. Clarify that these assessments are only for themselves and will not be collected.
- **Pair-share** [15 minutes]
 - Instructions: Participants should get in groups of two. Both should take turns synthesizing and discussing the major themes they took away from the self-assessment.
 - ***Halfway through the 15 minutes, remind participants to switch who is speaking if they both haven't gotten a chance to speak.*
 - Questions (to discuss in pairs):
 - Share your rating, evidence, and action plan ideas for each of the indicators
 - What themes stood out?
 - What commonalities do you and your partner share?
 - If your ratings differ greatly on a particular indicator, why do you think this is?
 - If you rated yourself particularly high on one indicator, do you have any suggestions to offer?
 - If you rated yourself particularly low on one indicator, do you have questions on how to improve?
- **Share-out** [20 minutes]
 - Instructions: Participants should all come back together for a large group dialogue, presenting major takeaways from their pair-shares and responding to each other's ideas, comments, or questions.
 - Questions (to discuss as a group):
 - What indicators are missing from this list that you think are relevant to this academy?
 - What are some major takeaways or themes you recognized from completing your form?
 - What lessons or pieces of advice did you learn from your partner?
 - What suggestions do you have to offer concerning your strongest indicators?
 - What questions do you have about your weakest indicators?

Questions? Please contact Ruth López (Ruth_Lopez@brown.edu) at the Annenberg Institute for School Reform with any questions.

Facilitator Protocol

Session C: Impact of Academies on School-Year Practice

- **Read article and complete forms [15 minutes]**

Instructions: Explain that this session is different than the previous two. Participants will be asked to answer the questions: “How did their understandings of educating ELLs change as a result of the Summer Academy, and how could they incorporate these ideas into their school-year practice?” Explain that participants should focus on the school, school(s) or setting that makes the most sense for them personally. Facilitators should read the *Education Week* excerpt below and all participants will have a copy of this article. Then participants should complete their self-assessment forms individually, analyzing their personal growth, how their school’s performance compares to their summer academy, and how their school-year performance could be improved.

Excerpt: (Lynne Sacks, Edweek)

The question is what it would take to make this kind of learning broadly available to ELLs during the school year as part of their regular programming rather than just through a limited number of supplemental programs. First, as with most things, is a belief that it is both possible and important. Administrators and teachers need to re-examine ELL placement, shifting their focus from just teaching ELLs English to ensuring ELLs have full access to the academic curriculum. Next is a curriculum designed to foster deep engagement, creativity, and mastery taught by teachers who have been well trained to do those things. Finally, teachers must provide language support tailored to students' developing English skill levels. This means, for example, teaching relevant vocabulary explicitly and more than once, modeling writing forms for different subjects, and providing frameworks as well as time and patience for students to discuss ideas in a language they are still learning.

- **Pair-share [15 minutes]**

- Instructions: Participants should get in groups of two. Both should take turns synthesizing and discussing the major themes they took away from the self-assessment.
- ***Halfway through the 15 minutes, remind participants to switch who is speaking if they both haven't gotten a chance to speak.*
- Questions (to discuss in pairs):
 - How did you rate your personal impact? What themes stood out? Where did you experience the most growth? Why?
 - What did you think of the article? How does it apply to the school setting in which you work?
 - How did you rate your school? What themes stood out? Where does your school struggle the most? Why?
 - What did you do during the academy that worked? How could this be applied to the school year?

- **Share-out [15 minutes]**

- Instructions:
 - Facilitator: Participants should all come back together for a large group dialogue, presenting major takeaways from their pair-shares and responding to each other’s ideas, comments, or questions.
- Questions (to discuss as a group):
 - What indicators are missing from this list that you think are relevant to your academy?
 - What are some major takeaways or themes you recognized from evaluating your personal growth?
 - If the academies provided something that wasn’t offered during the school year. What was it? Why isn’t it offered during the school year, and could it be?
 - What ideas about improving school-year practice did you learn from your partner?